# E
APPENDIX

FLOWCHARTING SCHOOL PROCESSES

Purpose   The purpose of this activity is to teach staff how to flowchart processes and programs. Flowcharting will clarify how to implement processes, with integrity and fidelity, and what is being implemented now, so that all staff can understand how they are getting current results. A flowchart allows everyone to see the major steps in a process, in sequence, and then evaluate the difference between the theoretical and actual, or actual and desired.

Target Audience   School staff.

Time   Usually less than one hour (set aside enough time with staff to do this well and to share).

Materials   Display copies of the flowcharting symbols, paper, and pencils for everyone; self-stick notes (large and small), chart pad paper, markers. Computers and projectors if staff are proficient with flowcharting software.
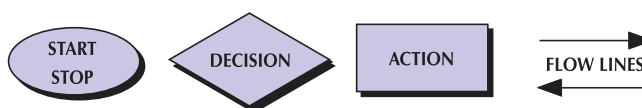
Overview

School processes data are important for continuous improvement because they are what produce school and classroom results. If different results are desired, processes must be defined, implemented with fidelity, and evaluated for improvement. To implement processes, staff must—

♦ Be clear on the purpose of the process or program.

♦ Become thoroughly familiar with what 100% implementation looks like.

♦ Study the results of these implemented processes over time.

♦ Understand the relationship among processes, results, mission, vision, and actions.

♦ Create plans to achieve different results.

Process Protocol

Step 1. Ask staff to choose a process or program (preferably one that needs to improve).

Step 2. Direct them to build "the flow" of how they are teaching students now, using four simple flowcharting symbols. If self stick notes are used, the symbols can be moved around easily for decision and actions.

Step 3. Ask staff to:
- ♦ Define the beginning of the process being charted.
- ♦ Decide on the level of detail to be used.
- ♦ Determine the major steps in the process and their sequence.
- ♦ Label each step in the process.
- ♦ Verify the flowchart. Is it clear?

Step 4. Evaluate. Compare the charted version of the process to the "desired" flow.

Step 5. Create the desired flow.

Comments to the Facilitator

There are variations of this activity that give staff a visual pathway for understanding current processes. The first is to show the flow for staff. The second is to show the work process flow for students. Let staff determine which will work best for them.

Remember, if you want different results, you must change the processes that create the results. Three "real" examples follow. These will be helpful in creating your flowcharts.

Figure E-1 is a flowchart of an elementary school vision that is implementing with standards, professional learning communities, and RtI systems.

The Figure E-2 example flowchart shows how a particular high school places its new ninth-grade students in Math courses. The flowchart also shows what the school does when the students are not learning the Math concepts.

Figure E-3 is the first attempt of a school district's curriculum department to define the major concepts related to using data in professional learning communities that they want all schools in their district to implement. Next steps would be to elaborate on each action box.

There are other flowchart examples in the chapters. Figure 6.3 and 6.4 show two different types of flowcharts for implementing the *Common Core State Standards*. One with big steps, and the second one very specific. Figure 8.3 is a flowchart of Somewhere High School's *Early Warning System*.